



Abstract Book

International Conference on Inclusive Education



on the occasion of
**Silver Jubilee Celebration of
Department of Education & Extension (1990-2015)**

**Theme : Bridging Gap between Policy and
Practices in Inclusive Education**

January, 22-24, 2016



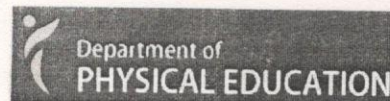
Organized by
Department of Education & Extension
Savitribai Phule Pune University, Pune

Venue : Hotel Orchid, Near Balewadi Stadium, Pune, India.

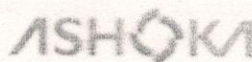
Partners



Asian Centre for
Inclusive Education (ACIE)
"Promoting Inclusive Education in Asian Countries"



Vidyamandir



Ashoka



UGC-HRDC-SPPU

Abstract

Education in India is seen as a fundamental right that all children are entitled to and in the case of disabled children assistance and support must be provided to ensure that this entitlement is made available to all learners. Assistive technologies are proposed as one solution to accommodate such children and remove most of the obstacles faced by them in inclusive education. It can be defined as any product or service designed to make disabled persons independent as well as efficient in their working. Education of students with special needs can be facilitated up to a great extent with the help of Assistive Technology. Thus, it should be a part of inclusive education system to help these students. In addition to this within the prevailing education system such students should be provided with the assistance required without discrimination and equal opportunity in order to facilitate their effective education.

ICT in ODL: Mobile Learning for Inclusive Education.

Dr. Kavita Salunke
Y.C.M. Open University, Nasik
Dr. Jadhav Vaibhav
Savitribai Phule Pune University

Abstract

UNESCO believes that information and communications technology (ICT) has great potential to facilitate knowledge dissemination, improve learning and assist the development of more efficient education services. ICT can extend educational opportunities to marginalized groups; increase education quality; and reduce inequalities based on gender,

class, race, age and disabilities. Today, large population is using mobile for communication. Now a day, many researchers point out that mobile learning is an integral part of educational process and best gadgets for current scenario. In the age of ICT, we have to commit that everyone gets education without any hurdles, we as part of educational system to devote for inclusion of education. The widespread diffusion of mobile technologies offers an opportunity to develop policies aimed at participation and social inclusion. However, mobile learning can contribute to the global commitment to provide quality education for children, youth and adults specially students with disabilities i.e. visually impaired. A person is defined as visually impaired who has no vision or greatly reduced vision or partial vision and cannot perform their work without assistance of sighted person or assistive technology as the sighted person can do. In this paper we focus on interaction of blind users with educational content delivered via mobile devices, posing a special attention to touch screen technology. The paper is organized in 2 sections. In the primary section, we are discussing about learning for especially visually impaired. And other section we have been discussed about our cases. As a case study, researcher does a work on the some persons, who has no vision but with help of mobile and other supplementary, they can perform their duties. Today some of them are using this gadget for their profession and earn desirable amount for their life. Peoples with visual disabilities will benefit from the significant social, cultural and economic benefits of ICT as long as the information and services are designed appropriately. Tim Berners-Lee has said, 'the power of the web is in its universality. Access by everyone regardless of disability is an essential aspect'.

Use of ICT for Inclusion

Sandip Mulay
Research Scholar
&

Dr. Megha Uplane
Associate Professor, Department of Education & Extension, Savitribai Phule Pune
University, Pune

Abstract

Education in India is almost 5000 years old revolved around the system of Gurukuls. Students in the same period were required to live with their "guru" or teacher and learn by **precept** as much as by actual study and debates. In this **ancient** system all children were